

Reading

Student: _____ Teacher: _____

Date: _____ Grade: _____

Peer Tutoring Intervention for Reading



This intervention is designed to build reading fluency and increase accuracy.
Requires approximately 7 minutes each day.

Materials Needed: Reading passage worksheet, timer, and pencil.

Peer Coach and Student Coach Card (complete these steps every day):

_____ Get Materials.

_____ Go to assigned reading place.

_____ Find the day's reading sheet.

_____ **MODEL:** Peer coach read passage out loud to _____.

_____ **PRACTICE:** _____ read passage out loud.

Peer coach help _____ to read without missing any words.

_____ Set timer for one minute.

_____ **READ FOR TIME:** _____ read passage aloud for one minute.

_____ **Peer coach:** Listen and circle mistakes as _____ reads. If _____ gets stuck on a word for three seconds, tell him the word. Mark the last word read with a slash mark (/) when timer rings.

_____ Count number of words read correctly. Write this number at the top of the page.

What is a missed word? skipped words, mispronounced words, and words peer coach tells _____.

Sample Chart for Monitoring Student Progress

CHART FOR _____ IN _____
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

TUESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

WEDNESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

THURSDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

FRIDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

Student: _____ Teacher: _____

Date: _____ Grade: _____

Reading Comprehension (for fluent readers)



This intervention is designed to **improve reading comprehension**. This intervention requires approximately 5-10 minutes each day.

Materials needed: 5 instructional level reading passages, coach cards, timer, and monitoring chart. Review progress and change materials weekly. Ask student to select 3 items/activities from the "Things I Would Like to Earn" worksheet. Prior to beginning, read the passages and make notes on the coach's or teacher's copy of the questions.

Coach Card (conduct these steps every day):

_____ **Get out materials.**

_____ **Write name and date on reading sheet.**

_____ **Read the list of questions. Teacher or coach: brainstorm ideas for answering the questions (see notes next to questions on the coach copy).**

_____ **Read the entire passage aloud with your teacher's or coach's help.**

_____ **Turn the reading passage over.**

_____ **Without looking at the reading passage, answer the questions about the story.**

_____ **Check your answers with your teacher's or coach's help.**

_____ **Count the number of questions you got right.**

_____ **Write score on your monitoring chart.**

_____ **Did you beat your score or make 100%? Circle yes or no on the monitoring chart.**

_____ **If you beat your score, choose a reward from your reward menu.**

STUDENT'S COPY

Answer these questions:

1. Who is the main character in the story? Who is the story about?

2. Describe the main character.

3. What is the main idea of the story? What happened in the story?

4. Where did the story take place?

5. When did the story take place?

6. What kind of story was the story you just read?

COACH'S OR TEACHER'S COPY

1. Who is the main character in the story? Who is the story about?

What was the person's name? Was that person known for something (e.g., scientist, teacher, mother, friend)? Were other characters important to the story?

2. Describe the main character.

What did he or she look like? Was that person old or young? Name any characteristics that might be associated with the main character.

3. What is the main idea of the story? What happened in the story?

Was there a moral to the story or a lesson to be learned from the story? Describe what happened in the beginning, middle, and end. Describe the problem in the story and how it was resolved or fixed.

4. Where did the story take place?

Name the town or city where the story took place. Did the story happen on a farm, in a city, in the woods, at school?

5. When did the story take place?

Did the story happen recently or in the past? What time of day did the events in the story take place?

6. What kind of story was the story you just read?

Was the story a biography? Fiction? Non-fiction? Other historical?

Student: _____ Teacher: _____

Date: _____ Grade: _____

The Nuclear Reading Intervention for 1st and 2nd Grade Students



This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

Materials Needed: 2 copies of a reading passage that are controlled to reflect instructional level words, digital timer, and pencil.

Teacher Coach Card (complete these steps every day):

_____ **Take out the student's copy of the reading passage.**

_____ **MODEL:** Read the 60 words of the passage aloud to the student. Read slower than you normally would and point to the words as you read.

_____ **GUIDE PRACTICE:** Have the student read the first 60 words of the passage aloud to you. Instruct the student to use his/her pointer finger to follow the words as he or she reads. If the student gets stuck on a word for 3 seconds, tell the student the word. Prompt the student to pronounce words correctly and immediately correct mistakes.

_____ **INDEPENDENT PRACTICE:** Take out your copy of the reading passage for scoring.

_____ **Set the timer for 1 minute.**

_____ **Have the student read aloud independently for 1 minute**, while you follow along on a separate copy of the same passage.

_____ **Mark errors** (see below) **as the student reads**. When the timer rings, **draw a vertical line after the last word read (|)**.

_____ **Count number of words read correctly**. Write this number at the top of the page.

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.

Sample Chart for Monitoring Student Progress

CHART FOR _____ IN _____
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

TUESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

WEDNESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

THURSDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

FRIDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

Student: _____ Teacher: _____

Date: _____ Grade: _____

The Nuclear Reading Intervention for 3rd, 4th, 5th, and 6th Grade Students



This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

Materials Needed: 2 copies of a reading passage that are controlled to reflect instructional level words, digital timer, and pencil.

Teacher Coach Card (complete these steps every day):

_____ **Take out the student's copy of the reading passage.**

_____ **MODEL:** Read the 100 words of the passage aloud to the student. Read slower than you normally would and point to the words as you read.

_____ **GUIDE PRACTICE:** Have the student read the first 100 words of the passage aloud to you. Instruct the student to use his/her pointer finger to follow the words as he or she reads. If the student gets stuck on a word for 3 seconds, tell the student the word. Prompt the student to pronounce words correctly and immediately correct mistakes.

_____ **INDEPENDENT PRACTICE:** Take out your copy of the reading passage for scoring.

_____ **Set the timer for 1 minute.**

_____ **Have the student read aloud independently for 1 minute**, while you follow along on a separate copy of the same passage.

_____ **Mark errors** (see below) **as the student reads**. When the timer rings, **draw a vertical line after the last word read (|)**.

_____ **Count number of words read correctly**. Write this number at the top of the page.

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.

Sample Chart for Monitoring Student Progress

CHART FOR _____ IN _____
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

TUESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

WEDNESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

THURSDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

FRIDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

Student: _____ Teacher: _____

Date: _____ Grade: _____

The Nuclear Reading Intervention



This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

Materials Needed: high-frequency word list, 2 copies of the reading probe (i.e., reading passage controlled to reflect only instructional level words) timer, and pencil.

Teacher Coach Card (complete these steps every day):

_____ **Take out the high-frequency word list.**

_____ **Read all the words aloud to the student.**

_____ **Now have the student read the words aloud with you.**

_____ **Have the student read the words independently while you provide help** (i.e., immediately correct mistakes, prompt correct answers, and give the student the word after a 3-second hesitation).

_____ **Mark the words that you have to help the student to read correctly.**

_____ **Take out the reading passage.**

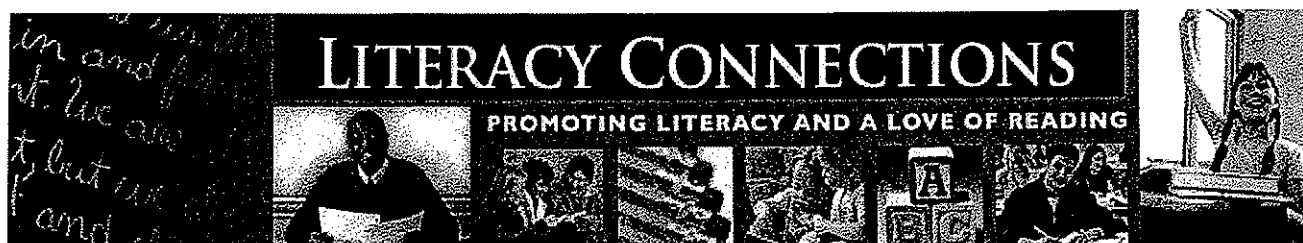
_____ **Set the timer for 1 minute.**

_____ **Have the student read aloud independently for 1 minute**, while you follow along on a separate copy of the same passage.

_____ **Mark errors** (see below) **as the student reads**. When the timer rings, **draw a vertical line after the last word read (|)**.

_____ **Count number of words read correctly**. Write this number at the top of the page.

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.

[Home](#)[Resources](#)[Tutoring Tips](#)[ESL - ESOL - EFL](#)[Adult Literacy](#)[Word Study](#)[Sight Words](#)[Language Experience](#)[Organizations](#)[For Parents](#)[Readers Theater](#)[Our Store](#)[Songs](#)[Reading Aloud](#)[Search this Site](#)[Site Map](#)[Contact Us](#)

Dolch's List of Basic Sight Words

This list of 220 words, prepared by E.W. Dolch, generally make up from 50 to 75 percent of the reading material encountered by students. These words are generally known as **DolchWords**, **high-frequency words**, or "**sight words**".

This list was prepared in 1936, so you may want to consult the newer set of "[Instant Words](#)" determined by Fry, Kress, and Fountoukidis in [The Reading Teacher's Book of Lists](#).

Dolch Words

[Listed in order
of decreasing frequency](#)

[Listed alphabetically](#)

the
to
and
he
a
I
you
it
of
in
was
said
his
that
she
for
on
they
but
had
at
him
with
up
all
look
is
her
there
some
out
as
be
have
go
we

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by
call
came
can
carry



Learn To Read
Comprehension,
Speed, Phonics In-
Your-Home,
Affordable
www.clubztutoring.com

Sight Words

Printables

Word shapes,
word walls,
activities puzzles,
sentences, and
much more.
edHelper.com

Top Reading Interventions

Learn more about
Ramp-Up Literacy
and Literacy
Navigator
americaschoice.org/litera

Fun Reading Activities

Selection of
Reading Activities
Free, Fun, and
Educational!
www.Education.com

am	clean
then	cold
little	come
down	could
do	cut
can	did
could	do
when	does
did	don't
what	done
so	down
see	draw
not	drink
were	eat
get	eight
them	every
like	fall
one	far
this	fast
my	find
would	first
me	five
will	fly
yes	for
big	found
went	four
are	from
come	full
if	funny
now	gave
long	get
no	give
came	go
ask	goes
very	going
an	good
over	got
yours	green
its	grow
ride	had
into	has
just	have
blue	he
red	help
from	her
good	here
any	him
about	his
around	hold
want	hot
don't	how
how	hurt
know	I
right	if
put	in
too	into
got	is
take	it
where	its
every	jump
pretty	just
jump	keep
green	kind
four	know
away	laugh
old	let
by	light
their	like

here	little
saw	live
call	long
after	look
well	made
think	make
ran	many
let	may
help	me
make	much
going	must
sleep	my
brown	myself
yellow	never
five	new
six	no
walk	not
two	now
or	of
before	off
eat	old
again	on
play	once
who	one
been	only
may	open
stop	or
off	our
never	out
seven	over
eight	own
cold	pick
today	play
fly	please
myself	pretty
round	pull
tell	put
much	ran
keep	read
give	red
work	ride
first	right
try	round
new	run
must	said
start	saw
black	say
white	see
ten	seven
does	shall
bring	she
goes	sing
write	sit
always	six
drink	sleep
once	slow
soon	small
made	so
run	some
gave	soon
open	start
has	stop
find	take
only	tell
us	ten
three	thank
our	that
better	the

hold	their
buy	them
funny	then
warm	there
ate	these
full	they
those	think
done	this
use	those
fast	three
say	to
light	today
pick	together
hurt	too
pull	try
cut	two
kind	under
both	up
sit	upon
which	us
fall	use
carry	very
small	walk
under	want
read	warm
why	was
own	wash
found	we
wash	well
slow	went
hot	were
because	what
far	when
live	where
draw	which
clean	white
grow	who
best	why
upon	will
these	wish
sing	with
together	work
please	would
thank	write
wish	yellow
many	yes
shall	you
laugh	yours

See our pages on high frequency words:

[High-Frequency Sight Words: The Fry List, Instant Words, Dolch Words, and Word Wall Words](#)

[Practice with Abstract Sight Words](#)

[More on Practice with Sight Words](#)

[Betsy B. Lee on Teaching Dolch Words](#)

See our other pages on word study and phonics:

[Working and Playing with Words](#)

[Word Families](#)

Things I Would Like to Earn

_____ Candy

_____ Fruit punch

_____ Pencils

_____ Erasers

_____ Pens

_____ Stickers

_____ Awards

_____ Ribbons

_____ A small toy

_____ Hair decorations

_____ "Good Job" stickers

_____ Books

_____ Sport cards

_____ Folder

_____ Library time

_____ Fun reading time

_____ Jump rope time

_____ Play board games (e.g., checkers, connect four, etc.)

- _____ Puzzle time
- _____ Art time
- _____ Coloring
- _____ Computer time
- _____ Clean chalkboard or eraser
- _____ Run an errand
- _____ Tutor other students
- _____ Play table games (tic-tac-toe, hangman)
- _____ Listen to music
- _____ Sit and work with a friend
- _____ Grade papers
- _____ Make announcements over loudspeaker
- _____ Phone Mom to say hello
- _____ Five minute nap or break
- _____ Sit in another class
- _____ Help in the library
- _____ Help the janitor
- _____ Sit next to the teacher at lunch

- _____ Have lunch with the principal
- _____ Sit near the teacher's desk for a work assignment
- _____ Write in journal
- _____ Choose the class story during story time
- _____ Share a story with a teacher or the class
- _____ Pick up papers for the teacher
- _____ Help teacher organize materials for the class
- _____ Hand out materials to students during class
- _____ Call out answers when the class is grading work
- _____ Be in charge of the teacher's timer
- _____ Pick a group to work with during group work
- _____ Pick the student who helps the teacher
- _____ Sharpen class pencils
- _____ Write work directions or homework on the board
- _____ Earn free time/activity for the class

Top Reading Interventions

Learn more about Ramp-Up Literacy and Literacy Navigator
americaschoice.org/literacy

Fun Reading Activities

Selection of Reading Activities Free, Fun, and Educational!
www.Education.com

Reading Tutor - Qualified

Comprehension, Speed, Phonics In-Your-Home, Affordable
www.clubztutoring.com

V V

Ads by Google


[Intervention Ideas](#) • [Tools for Educators](#) • [Downloads](#) • [Site Tips](#) • [Who We Are](#)

Google™

Search

[Contribute to Intervention Central](#)

www.interventioncentral.com Web

www.jimwrightonline.com

Printer-ready format

School-Wide Strategies for Managing... READING



Teacher Interventions-To-Go Series

A service of www.interventioncentral.org

The ability to read allows individuals access to the full range of a culture's artistic and scientific knowledge. Reading is a complex act. Good readers are able fluently to decode the words on a page, to organize and recall important facts in a text, to distill from a reading the author's opinions and attitudes, and to relate the content of an individual text to a web of other texts previously read. The foundation that reading rests upon is the ability to decode. Emergent readers require the support of more accomplished readers to teach them basic vocabulary, demonstrate word attack strategies, model fluent reading, and provide corrective feedback and encouragement. Newly established readers must build fluency and be pushed to exercise their reading skills across the widest possible range of settings and situations. As the act of decoding becomes more effortless and automatic, the developing reader is able to devote a greater portion of cognitive energy to understanding the meaning of the text. Reading comprehension is not a single skill but consists of a cluster of competencies that range from elementary strategies for identifying and recalling factual content to highly sophisticated techniques for inferring an author's opinions and attitudes. As researcher Michael Pressley points out, reading comprehension skills can be thought of as unfolding along a timeline. Before beginning to read a particular selection, the skilled student reader must engage prior knowledge, predict what the author will say about the topic, and set specific reading goals. While reading, the good reader self-monitors his or her understanding of the text, rereads sentences and longer passages that are unclear, and updates predictions about the text based on what he or she has just read. After completing a text, the good reader summarizes its main points (perhaps writing them down), looks back in the text to clarify any points that are unclear, and continues to think about the text and its implications for a period of time. Reading comprehension can also be thought of as a bundle of interdependent skills that range from basic to more advanced. Teachers should ensure that students understand and appropriately use simple comprehension strategies (such as looking back in a text to clarify factual information) before teaching them advanced comprehension strategies such as SQ3R ('Survey, Question, Read, Recite, Review'). Ultimately, reading is a competency that is continually honed and improved over a lifetime. The teacher's goal is to build students into independent readers whose skills improve with self-guided practice. Below are a number of instructional strategies to promote word decoding, reading decoding, and reading comprehension.

- **Independent Practice: Set Up Reading Centers** (*Florida Center for Reading Research, 2005*).

When students have mastered a reading skill, they can work independently at reading centers to practice and become more fluent in that skill under the watchful eye of the teacher. The reading center is set up with fun and engaging activities designed to extend and reinforce literacy content presented by the teacher. Students work on independent reading-related activities individually or in pairs or groups. As examples of reading center choices, students may listen to taped books, read alone or to each other, use magnetic letters to spell a specified list of words, or create storyboards or comic strips that incorporate pictures and words. Each reading center activity is tied to specific student literacy goals. The activities in reading centers may change often to give children a chance to practice new skills and to keep the content of these centers fresh and engaging.

- **Reading Comprehension: Activating Prior Knowledge** (*Hansen, & Pearson, 1983*). The instructor demonstrates to students how they can access their prior knowledge about a topic to improve comprehension of an article or story. The instructor first explains the benefit of using prior knowledge. The instructor tells students that recalling their prior experiences ("their own life") can help them to understand the content of their reading--because new facts make sense only when we connect them to what we already know. Next, the instructor demonstrates the text prediction strategy to the class by selecting a sample passage (displayed as an overhead) and using a "think-aloud" approach to illustrate the strategy steps: STEP 1: THINK ABOUT WHAT AND WHY: The teacher connects the article to be read with the instructor's own prior knowledge about the topic. The teacher might say, for example, "I am about to read a short article about [topic]."

Jim's Recommended Internet Resources for... READING



Literacy Web: Reading Comprehension Links. Browse through a large and varied list of recommended reading-instruction links grouped into the following categories: (1) vocabulary instruction, (2) text comprehension instruction, (3) teacher preparation and comprehension strategies instruction, and (4) websites for comprehension practice. This page is a part of 'The Literacy Web', a wonderful cataloging of literacy links and Internet resources created by Dr. Donald J. Leu and Julie Coiro at the University of Connecticut. ||Report Broken Link

Before I read the article, though, I should think about my life experiences and what they might tell me about [topic]. By thinking about my own life, I will better understand the article." STEP 2: SELECT MAIN IDEAS FROM THE ARTICLE TO POSE PRIOR-KNOWLEDGE AND PREDICTION QUESTIONS. The teacher chooses up to 3 main ideas that appear in the article or story. For each key idea, the instructor poses one question requiring that readers tap their own prior knowledge of the idea (e.g., "What are your own attitudes and experiences about [idea]?") and another that prompts them to predict how the article or story might deal with the idea (e.g., "What do you think the article will say about [idea]?"). STEP 3: HAVE STUDENTS READ THE ARTICLE INDEPENDENTLY. Once the teacher has primed students' prior knowledge by having them respond to the series of prior-knowledge and prediction questions, students read the selection independently.

- Reading Comprehension: Anticipation Reading Guide** (Duffelmeyer, 1994; Merkley, 1996). To activate their prior knowledge of a topic, students complete a brief questionnaire on which they must express agreement or disagreement with 'opinion' questions tied to the selection to be read; students then engage in a class discussion of their responses. The instructor first constructs the questionnaire. Each item on the questionnaire is linked to the content of the article or story that the students will read. All questionnaire items use a 'forced-choice' format in which the student must simply agree or disagree with the item. After students have completed the questionnaire, the teacher reviews responses with the class, allowing students an opportunity to explain their rationale for their answers. Then students read the article or story.
- Reading Comprehension: Building Comprehension of Textbook Readings Through SQ3R** (Robinson, 1946). Students grasp a greater amount of content from their textbook readings when they use the highly structured SQ3R ('Survey, Question, Read, Recite, Review') process. (1) SURVEY: Prior to reading a section of the textbook, the reader surveys the selection by examining charts, tables, or pictures, looking over chapter headings and subheadings, and reading any individual words or blocks of text highlighted by the publisher. (2) QUESTION: In preparation for reading, the reader next generates and writes down a series of key 'questions' about the content based on the material that he or she has surveyed. (3) READ: As the reader reads through the selection, he or she seeks answers to the questions posed. (4) RECITE: After finishing the selection, the reader attempts to recite from memory the answers to the questions posed. If stuck on a question, the reader scans the text to find the answer. (5) REVIEW: At the end of a study session, the reader reviews the list of key questions and again recites the answers. If the reader is unable to recall an answer, he or she goes back to the text to find it.
- Reading Comprehension: Conversing With the Writer Through Text Annotation** (Harris, 1990; Sarkisian, Toscano, Tomkins-Tinch, & Casey, 2003). Students are likely to increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text. Students are taught to engage in an ongoing 'conversation' with the writer by recording a running series of brief comments in the margins of the text. Students may write annotations to record their opinions of points raised by the writer, questions triggered by the reading, or vocabulary words that the reader does not know and must look up. NOTE: Because this strategy requires that students write in the margins of a book or periodical, text annotation is suitable for courses in which students have either purchased the textbook or have photocopies of the reading available on which to write.
- Reading Comprehension: Mining Information from the Text Book** (Gamer, Hare, Alexander, Haynes, & Vinograd, 1984). With 'text lookback' the student increases recall of information by skimming previously read material in the text in a structured manner to look that information up. First, define for the student the difference between 'lookback' and 'think' questions. 'Lookback' questions are those that tell us that the answer can be found right in the article, while 'think' questions are those that ask you to give your own opinion, belief, or ideas. When faced with a lookback question, readers may need to look back in the article to find the information that they need. But readers can save time by first skimming the article to get to the general section where the answer to the question is probably located. To skim efficiently, the student should (1) read the text-lookback question carefully and highlight the section that tells the reader what to look for (e.g., "What does the article say are the FIVE MOST ENDANGERED SPECIES of whales today?"), (2) look for titles, headings, or illustrations in the article that might tell the reader where the information that he or she is looking for is probably located, (3) read the beginning and end sentences in individual paragraphs to see if that paragraph might contain the desired information.

Reading Interventions for K-1. Created by the Florida Center for Reading Research, this site contains short, research-based student reading activities suitable for grades K-1. The activities cover phonological awareness, phonics, fluency, vocabulary, and comprehension. [||Report Broken Link](#)

Reading Quest: Improving Comprehension of Textbook Material. Find ideas to help students to grapple with and better understand their textbook readings. Teachers can discover how to use a 'K-W-L' (Known-Want [to Learn]-Learned) chart to encourage students to engage prior knowledge of a topic, encourage students to take notes using a 'Power Thinking' approach, and many other ideas. The site was created by Raymond C. Jones, assistant professor of social studies education at Wake Forest University in Winston-Salem, NC. [||Report Broken Link](#)

Reading Strategies: A-Z. Visit the site 'Reading Rockets' to discover many articles with intervention and instructional ideas to help struggling readers. Reading Rockets is supported by WETA, the Washington, D.C. public television and radio station and is funded by a major grant from the U.S. Department of Education, Office of Special Education Programs. [||Report Broken Link](#)

Scaffolded Reading Comprehension Ideas. The Greece (NY) school district has posted 22 reading comprehension strategies to 'scaffold students' interactions with texts'. These strategies are organized according to the stage of the reading process (pre-reading, reading, post-reading) that they address. Each strategy write-up includes a brief introduction, steps to implement, and ideas to adapt or differentiate the strategy with different student groups or instructional objectives. [||Report Broken Link](#)

The Savvy Teacher's Guide: Reading Interventions That Work. This free 52-page manual (Adobe Acrobat format) contains 4 teacher intervention scripts to build student reading fluency and 10 scripts to boost comprehension. Strategies in the

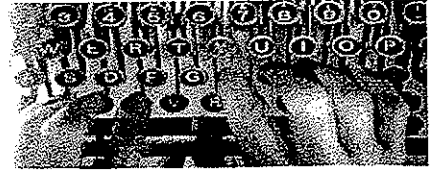
- **Reading Comprehension: Previewing the Chapter** (Gleason, Archer, & Colvin, 2002). The student who systematically previews the contents of a chapter before reading it increases comprehension--by creating a mental map of its contents, activating prior knowledge about the topic, and actively forming predictions about what he or she is about to read. In the previewing technique, the student browses the chapter headings and subheadings. The reader also studies any important graphics and looks over review questions at the conclusion of the chapter. Only then does the student begin reading the selection.
- **Reading Comprehension: Question-Answer Relationships (QAR)** (Raphael, 1982; Raphael, 1986). Students are taught to identify 'question-answer relationships', matching the appropriate strategy to comprehension questions based on whether a question is based on fact, requires inferential thinking, or draws upon the reader's own experience. Students learn that answers to RIGHT THERE questions are fact-based and can be found in a single sentence, often accompanied by 'clue' words that also appear in the question. Students are informed that they will also find answers to THINK AND SEARCH questions in the text--but must piece those answers together by scanning the text and making connections between different pieces of factual information. AUTHOR AND YOU questions require that students take information or opinions that appear in the text and combine them with the reader's own experiences or opinions to formulate an answer. ON MY OWN questions are based on the students' own experiences and do not require knowledge of the text to answer. Students are taught to identify question-answer relationships in class discussion and demonstration. They are then given specific questions and directed to identify the question type and to use the appropriate strategy to answer.
- **Reading Comprehension: Reading Actively** (Gleason, Archer, & Colvin, 2002). By reading, recalling, and reviewing the contents of every paragraph, the student improves comprehension of the longer passage. The instructor teaches students to first read through the paragraph, paying particular attention to the topic and important details and facts. The instructor then directs students to cover the paragraph and state (or silently recall) the key details of the passage from memory. Finally, the instructor prompts students to uncover the passage and read it again to see how much of the information in the paragraph the student had been able to accurately recall. This process is repeated with all paragraphs in the passage.
- **Reading Fluency: Listening, Reading, And Receiving Corrective Feedback** (Rose & Sherry, 1984; Van Bon, Bokseveld, Font Freide, & Van den Hurk, J.M., 1991). The student 'rehearses' a text by first following along silently as a more accomplished reader (tutor) reads a passage aloud; then the student reads the same passage aloud while receiving corrective feedback as needed. The student and tutor sit side-by-side at a table with a book between them. The tutor begins by reading aloud from the book for about 2 minutes while the student reads silently. If necessary, the tutor tracks his or her progress across the page with an index finger to help the student to keep up. At the end of the 2 minutes, the tutor stops reading and asks the student to read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, the tutor tells the student the correct word and has the student continue reading. For each new passage, the tutor first reads the passage aloud before having the student read aloud.
- **Reading Fluency: Paired Reading** (Topping, 1987). The student builds fluency and confidence as a reader by first reading aloud in unison with an accomplished reader, then signaling that he or she is ready to read on alone with corrective feedback. The more accomplished reader (tutor) and student sit in a quiet location with a book positioned between them. The tutor says to the student, "Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don't know, I will tell you the word and begin reading with you again." Tutor and student begin reading aloud together. If the student misreads a word, the tutor points to the word and pronounces it. Then the student repeats the word. When the student reads the word correctly, tutor and student resume reading through the passage. When the child delivers the appropriate signal (a hand tap) to read independently, the tutor stops reading aloud and instead follows along silently as the student continues with oral reading. The tutor occasionally praises the student in specific terms for good reading (e.g., "That was a hard word. You did a nice job sounding it out!"). If, while reading alone, the child either commits a reading error or hesitates for longer than 5 seconds, the tutor points to the error-word and pronounces it. Then the tutor tells the student to say the word. When the student pronounces the error-word correctly, tutor and student resume reading aloud in unison. This tandem reading continues until the student again signals to read alone.
- **Reading Fluency: Repeated Reading** (Herman, 1985; Rashotte & Torgesen, 1985; Rasinski, 1990). The student increases fluency in decoding by repeatedly reading the same passage while receiving help with reading errors. A more accomplished reader (tutor) sits with the student in a quiet location with a book positioned between them. The tutor selects a passage in the book of about 100 to 200 words in length. The tutor directs the student to read the passage aloud. If the student misreads a word or hesitates for longer than 5 seconds, the tutor reads the word aloud and has the student repeat the word correctly before continuing through the passage. If the student asks for help with any word, the tutor reads the word aloud. If the student requests a word definition, the tutor gives the definition. When the student has completed the passage, the tutor directs the student to read the passage again. The tutor directs the student to continue rereading the same passage until either the student has read the passage a total of 4 times or the student reads the passage at the rate of at least 85 to 100 words per minute. Then tutor and student select a new passage and repeat the process.
- **Word Decoding: Drilling Error Words** (Jenkins & Larson, 1979). When students practice, drill, and receive corrective feedback on words that they misread, they can rapidly improve their vocabulary and achieve gains in reading fluency. Here are steps that the teacher or tutor will follow in the Error Word Drill: (1) When the student misreads a word during a reading session, write down the error word and date in a separate "Error Word Log". (2) At the end of the reading session, write out all error words from the reading session onto index cards. (If the student has misread more than 20 different words during the session, use just the first 20 words from your error-word list. If the student has misread fewer than 20 words, consult your "Error Word Log" and select enough additional error words from past sessions to build the review list to 20 words.) (3) Review the index cards

with the student. Whenever the student pronounces a word correctly, remove that card from the deck and set it aside. (A word is considered correct if it is read correctly within 5 seconds. Self-corrected words are counted as correct if they are made within the 5-second period. Words read correctly after the 5-second period expires are counted as incorrect.) (4) When the student misses a word, pronounce the word for the student and have the student repeat the word. Then say, "What word?" and direct the student to repeat the word once more. Place the card with the missed word at the bottom of the deck. (5) Error words in deck are presented until all have been read correctly. All word cards are then gathered together, reshuffled, and presented again to the student. The drill continues until either time runs out or the student has progressed through the deck without an error on two consecutive cards.

- **Word Decoding: Tackling Multi-Syllabic Words** (Gleason, Archer, & Colvin, 2002). The student uses affixes (suffixes and prefixes) and decodable 'chunks' to decode multi-syllabic words. The instructor teaches students to identify the most common prefixes and suffixes present in multi-syllable words, and trains students to readily locate and circle these affixes. The instructor also trains students to segment the remainder of unknown words into chunks, stressing that readers do not need to divide these words into dictionary-perfect syllables. Rather, readers informally break up the word into graphemes (any grouping of letters including one or more vowels that represents a basic sound unit—or grapheme—in English). Readers then decode the mystery word by reading all affixes and graphemes in the order that they appear in that word.
- **Word Decoding: Teach a Hierarchy of Strategies** (Haring, Lovitt, Eaton & Hansen, 1978). The student has a much greater chance of successfully decoding a difficult word when he or she uses a 'Word Attack Hierarchy'—a coordinated set of strategies that move from simple to more complex. The student uses successive strategies until solving the word. (1) When the student realizes that he or she has misread a word, the student first attempts to decode the word again. (2) Next, the student reads the entire sentence, using the context of that sentence to try to figure out the word's meaning—and pronunciation. (3) The student breaks the word into parts, pronouncing each one. (4) If still unsuccessful, the student uses an index card to cover sections of the word, each time pronouncing only the part that is visible. The student asks 'What sound does ___ make?', using phonics information to sound out the word. (5) If still unsuccessful, the student asks a more accomplished reader to read the word.

References

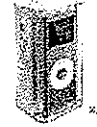
- Duffelmeyer, F.A. (1994). Effective anticipation guide statements for learning from expository prose. *Journal of Reading*, 37, 452 - 457.
- Florida Center for Reading Research (2005). Student center activities: Teacher resource guide. Retrieved August 20, 2006, from http://www.fcrr.org/Curriculum/pdf/TRG_Final_Part1.pdf
- Gamer, R., Hare, V.C., Alexander, P., Haynes, J., & Vinograd, P. (1984). Inducing use of a text lookback strategy among unsuccessful readers. *American Educational Research Journal*, 21, 789-798.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.651-680). Bethesda, MD: National Association of School Psychologists.
- Hansen, J. & Pearson, P.D. (1983). An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers. *Journal of Educational Psychology*, 75, 821-829.
- Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom*. Columbus, OH: Charles E. Merrill Publishing.
- Harris, Jane (1990). Text annotation and underlining as metacognitive strategies to improve comprehension and retention of expository text. Paper presented at the Annual Meeting of the National Reading Conference (Miami).
- Herman, P.A. (1985). The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly*, 20, 553-565.
- Jenkins, J. & Larsen, D. (1979). Evaluation of error-correction procedures for oral reading. *Journal of Special Education*, 13, 145-156.
- Merkley, D.J. (1996). Modified anticipation guide. *Reading Teacher*, 50, 365-368.
- Raphael, T. (1982). Question-answering strategies for children. *The Reading Teacher*, 36, 186-190.
- Raphael, T. (1986). Teaching question answer relationships, revisited. *The Reading Teacher*, 39, 516-522.
- Rashotte, C.A. & Torgesen, J.K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly*, 20, 180-188.
- Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83(3), 147-150.
- Robinson, F. P. (1946). *Effective study*. New York: Harper & Row
- Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. *Learning Disabilities Quarterly*, 7, 39-44.
- Sarkisian V., Toscano, M., Tomkins-Tinch, K., & Casey, K. (2003). Reading strategies and critical thinking. Retrieved October 15, 2006, from <http://www.academic.marist.edu/alcuin/ssk/stratthink.html>
- Topping, K. (1987). Paired reading: A powerful technique for parent use. *Reading Teacher*, 40, 608-614.
- Van Bon, W.H.J., Bokseveld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. *Journal of Learning Disabilities*,



Congratulations! You've Been Selected to Receive

C I K H R

2 Free iPod® nanos!



C I K H R

*Prizes apply

©2008 AMI, Inc.

CATEGORIES

Auto & Trucks
Business & Finance
Computers & Internet
Education
Family
Food & Drink
Gadgets and Gizmos
Health
Hobbies
Home Improvement
Humor
Kids & Teens
Legal
Marketing
Men
Music and Movies
Online Business
Parenting
Pets and Animals
Politics and Government
Recreation & Sports
Relationships
Religion and Faith
Self Improvement
Site Promotion
Travel & Leisure
Web Development
Women
Writing

Speed Learning With SQR3

by: Michael Tony Jones

SQR3 is a reading/study system preferred by many educators.

It can add 10 to 15% more time to a study session. However, it can produce a 70% improvement in retention according to some researchers.

The SQR3 acronym stands for:

S = Survey
Q = Question
R = Read
R = Recite
R = Review

SURVEY:

Take five minutes to get an overview of the material paying special attention to organization and content.

Look out for diagrams, maps, pictures, charts. Take note of headings, boldface type, italicized words.

QUESTION:

Create interest in the material by asking the leading questions - What, Who, Where, When, How.

Keeping the mind focused on these questions as we read maintains interest in the material.

Ask yourself, "What is likely to be the most challenging part of this material for me to understand or remember?"

\$5,000.00 Scholarship

Only For Students Not Yet Enrolled or Accepted to a College - Age 18+
www.AmericanLibertyScholarship.com

Find Free Scholarships

Register to Search \$7 Billion in College Scholarships and Grants
www.FindTuition.com/Scholarships

Free Money for College

Scholarships, Grants, Financial Aid Get instant access to free aid.
www.MyFreeDegree.com



Ads by Google

Free Grant Kit- 2008

\$30,000 In Scholarship Funding. Never Repay, Today Only!
Scholarships.iGrantCash.com

Studying & Tutoring Tips

Free Study, Reading and Math Tips - Get Tutor and Tutoring Tips Today
TutorsTeach.com

Emergency Education Loans

Applying For Educational Loans? Get Tips & Guide For Getting Approval
Blurtit.com



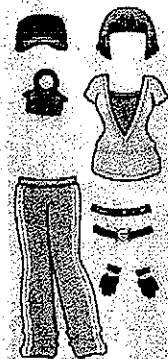
Ads by Google

SHARE



The

**DRAG & DROP
TO CREATE
YOUR
OWN
ZWINKY!**



Always FREE!

**Free Industry
Resources**

Some
do it for
money.
You
do it for



Click Here
to go
back to school


Keyword Search

- ☒ Article Title
☐ Author's Name

SITE MENU

Search
Submit An Article
Submit Articles in Bulk
Submit Press Release
Syndicate Articles
Distribute Articles
Privacy Policy
Terms of Use
Link To Us
Contact Us
Site Map
Home



READ:

Look for answers to your questions from the previous stage. This means active reading. Summarize the main points in your own words, perhaps putting notes in the margin.

Read the whole paragraph first, then go back and underline key words or phrases.

Caution on underlining: Don't overdo it or nothing will stand out.

RECITE:

Without looking at your material recite the main points. Answer the questions you raised in step 2 (Question) in your own words.

If you can't explain it in your own words, you don't understand it - even if you think you do!

Verify your answer by checking the text.

REVIEW:

After applying the previous four stages to your material section by section, review the whole lesson at the end.

Note the parts that did not come to mind so easily and check the material again.

Re-read your margin notes and underlined words and phrases. Verbalize the sequence of main points.

Do this frequently within a two day period.

That's SQ3R in a nutshell. Sounds like hard work? Yes. But apply yourself and see your retention ability skyrocket!

About The Author

Michael Tony Jones is a writer and webmaster with over 10 years experience. Learn the 'new definition' of speed reading on Michael's goal setting site: <http://www.about-goal-setting.com/speed-reading.html>

Other Articles by Michael Tony Jones

This article was posted on October 23, 2006

[Ads by Google](#) [Study Skills](#) [High School](#) [Work Study](#) [Student Loans](#)

Read More Articles from the "Education" Category:

Academic Summer Camp Has Cure For Senioritis
by Jim Hartley

Now Is the Right Time to Consolidate Student Loans
by Vanessa McHooley

A Fun College Application Essay Will Be Remembered
by Thomas Suh

Ohio Schools Achievement Committee To Review Guidelines For Teaching

**3 Steps to Creating
Personalized
Customer Support
Experiences**

**PipeLine and Gas
Technology**

**A Guide to
Messaging
Archiving**
